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**ONE HUNDRED THIRTY-FIRST
ANNUAL REPORT**

OF THE

**South Carolina
School For The Deaf
And The Blind**

SPARTANBURG, SOUTH CAROLINA

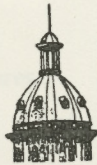
1979



**PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD**

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LETTER OF TRANSMITTAL

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND
Spartanburg, South Carolina 29302

July 13, 1979

The Honorable Richard W. Riley
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Honored Sir:

I have the honor to transmit, herewith to you and through you, to the people of our State, the One Hundred Thirty-First Report of the South Carolina School for the Deaf and the Blind. This Report covers the period from July 1, 1978, to June 30, 1979.

Respectfully submitted,

MRS. LEWIS M. DAVIS
Chairman
Board of Commissioners

SOUTH CAROLINA SCHOOL
FOR THE DEAF AND THE BLIND
SPARTANBURG, SOUTH CAROLINA 29302

July 25, 1979

Mrs. Lewis M. Davis, *Chairman*
Board of Commissioners
South Carolina School for the Deaf and the Blind
Spartanburg, South Carolina 29302

Dear Mrs. Davis:

The One Hundred Thirty-first Annual Report is hereby submitted to the Board of Commissioners of the South Carolina School for the Deaf and the Blind. The information contained in this Report is for the purpose of informing the General Assembly and the people of South Carolina of the activities and accomplishments of the School for the fiscal year 1979.

On January 10, 1979, Dr. Charlie G. Williams succeeded Dr. Cyril B. Busbee as State Superintendent of Education and, therefore, automatically became an ex officio member of the Board of Commissioners. We deeply regret that Dr. Busbee did not seek reelection as State Superintendent as he had been very active and extremely helpful as a member of the Board. However, we are sure that Dr. Williams will continue to render this same service to the School.

The Report itself provides the details of the accomplishments of the School during this twelve months' period. As can be seen, each school met many of its goals, and thus provided better education for all our students at Cedar Spring.

In my comments last year, I pointed out that Federal Legislation mandating the public schools of South Carolina to assume the responsibility for the education of all handicapped children, would have a profound affect on our school. This is proving to be factual as more and more local school districts gear up for the handicapped, and our enrollment in the Deaf School and in the Blind School continues to drop. However, the number of parents wishing to enroll their children in our Multi-Handicapped School has increased and we now have a growing waiting list for this school.

Because of the reduction in numbers in our School for the Blind, concern was expressed during the year by both students and faculty as to future plans for this school. This, of course, will have to be a

major concern of not only students, faculty and administration, but also the Board of Commissioners in the year to come.

Cedar Spring School will also have to continue to adjust its policy and its goals in order to meet the demands placed upon it by this Federal Legislation. The new policies and goals will have to be determined in the light of factual information which will become clearer in the years ahead. Because of so many unknowns at this time, the future of the education of the deaf, the blind, and the multi-handicapped is extremely cloudy, and therefore unpredictable.

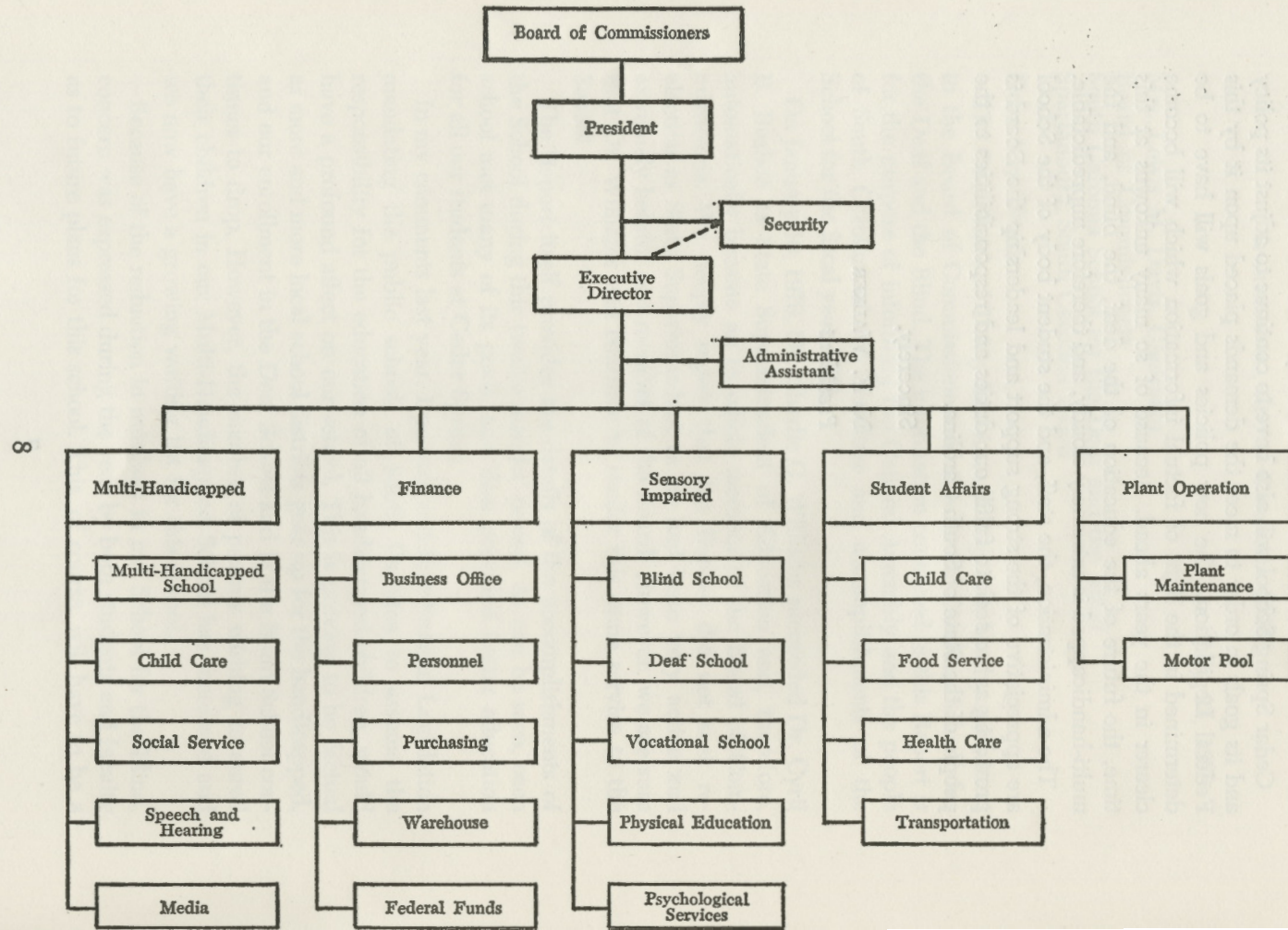
The administration, the staff, and the student body of the School are appreciative of the strong support and leadership the Board is providing as we seek to fulfill our duties and responsibilities to the people of the State of South Carolina.

Sincerely,

N. F. WALKER

President

Organization Chart



SOUTH CAROLINA SCHOOL FOR THE DEAF
AND THE BLIND

BOARD OF COMMISSIONERS

Mrs. Lewis M. Davis, *Chairman*—Fourth Congressional District,
106 Vandiventer Drive, Greer, South Carolina 29651

Mr. B. Edward Hursey, *Vice Chairman*—Sixth Congressional
District,
Route 5, Lawson Road, Darlington, South Carolina 29532

Dr. S. Thomas Scarborough, *Secretary*—First Congressional District,
12 King Street, Charleston, South Carolina 29401

Mrs. R. Beverley Herbert, Jr.—Second Congressional District,
712 Spring Lake Road, Columbia, South Carolina 29206

Mr. J. A. Gresham—Third Congressional District,
John Avenue, Route 5, Belton, South Carolina 29627

Mrs. W. Burke Watson—Fifth Congressional District,
12 Frank Clarke Street, Sumter, South Carolina 29150

Mrs. Daniel R. McLeod—Member-at-Large,
4511 Landgrave Road, Columbia, South Carolina 29206

Ex-Officio Members

Dr. Charlie G. Williams, *State Superintendent of Education*,
1429 Senate Street, Columbia, South Carolina 29201,
replaced Dr. Cyril B. Busbee on January 10, 1979

Dr. Albert G. Randall, *Commissioner*
State Department of Health and Environmental Control,
2600 Bull Street, Columbia, South Carolina 29201

INTRODUCTION

The South Carolina School for the Deaf and the Blind has had a long history of providing services to children with severe visual and hearing impairments from across the State. The School for the Deaf and the Blind is supported by the State of South Carolina with direct appropriations each year from the General Assembly, as authorized by the South Carolina Constitution (Article II § 3. and 5. (1962). The Legislature appropriated \$5,028,730.00 for fiscal year 1978-79. In addition to this, federal and other fund receipts amounted to \$680,910.56.

Supervision and control of the affairs and government of the South Carolina School for the Deaf and the Blind is vested in the seven member Board of Commissioners (listed previously), the members of whom are appointed by the Governor for terms of six years. The Board consists of a representative from each congressional district, a member at large and two ex officio members (State Superintendent of Education and State Health Officer).

The major purpose of the South Carolina School for the Deaf and the Blind (SCSDB) is to provide comprehensive educational services of sufficient scope and quality to assure the optimum educational, emotional, social and physical development of each deaf, blind and multi-handicapped student enrolled. A related purpose is to increase each student's ability to combine occupational knowledge gained through appropriate training and study with basic academic skills to the extent that each student will eventually actualize his/her full vocational potential.

Since SCSDB is the State residential school and comprehensive education center for sensory impaired and multi-handicapped students in South Carolina, it is in a position to provide services and consultation which will benefit all programs for sensory impaired students and adults throughout the State through serving as a learning resource center, a demonstration school and a center for community/continuing education.

The material contained in this report provides an opportunity to learn how SCSDB utilizes its resources to accomplish its missions and goals.

HISTORY

The South Carolina School for the Deaf and the Blind, established by the Reverend Newton Pinckney Walker, had its origin at Cedar Spring in Spartanburg County in a former hotel building. Opening in January of 1949 as a private endeavor, the enterprise was endorsed by the then Governor Seabrook in November of the same year, after his inspection of the facilities: "Although the Institution was not open until the 22 of January last, the remarkable proficiency of its scholars assured us of the capacity, skill and assiduity of the Principal. We accordingly resolved publicly to recommend to the parents and Guardians of mute children Mr. Walker's School, as well entitled to their patronage and confidence."

The School property, as well as ample surrounding lands to provide for future expansion, was purchased in 1856 by the State. This was the wish of the founder: "I submit for your consideration, and of citizens of the State generally, that private property, being subject to forego material changes, is always unsafe for public purposes. My great desire is that the Institution, in some form be perpetuated in all time, in such a manner 'as to reflect honor."

Upon the untimely death of Reverend N. P. Walker in 1861, the Board of Commissioners did not appoint a successor, citing monetary and other reasons: "The Professors and their Assistants are connected by blood or marriage, the utmost harmony prevails, and each appears desirous of advancing the institution and the introduction of a stranger as Superintendent would probably cause dissatisfaction and destroy that harmony which is necessary to success. The only change made in the employees is the appointment of a Steward, who is the son of the late Superintendent."

The institution remained open throughout the Civil War under the guidance of Mrs. Martha L. Walker, the wife of the founder. During Reconstruction years the School operated intermittently, but was reopened in 1876 with N. F. Walker, son of the founder, as Superintendent and has operated continuously since that time. Succeeding Dr. N. F. Walker were William Laurens Walker, William Laurens Walker, Jr., and the President, Newton Farmer Walker.

The School has expanded from a single building into a spacious and beautiful campus adorned with twenty-eight major buildings, including the original main building constructed in 1859.

Prior to the establishment of the State School, South Carolina had provided an allotment for deaf and blind children; deaf children attended the Hartford Institution in Connecticut, while blind children

attended the School for the Blind in Boston. In 1848 this Act was amended to provide the sum of \$100.00 per student, per annum, to be paid to N. P. Walker in support of his efforts. From a class of five deaf pupils under one instructor, the School has grown to its present capacity of approximately 650. It is operated by a nine member Board of Commissioners, seven of whom are appointed by the Governor and two ex officio members: State Superintendent of Education and Commissioner, State Department of Health and Environmental Control.

CENTRAL ADMINISTRATION

The organizational structure of SCADB is presented in Figure 1. The immediate Executive Head of SCADB is the President (Mr. N. F. Walker) who is responsible to the Board of Commissioners (listed previously), The Executive Director (Dr. Jack R. Gallagher) is responsible for the day-to-day operation of the School and is responsible directly to the President.

In addition to the President and the Executive Director, the central administration includes the directors of the five major divisions, the Administrative Assistant (Mrs. Edna A. Brown) and several clerical and other administrative support staff members. The division directors are listed as follows:

Mr. Robert L. Millard, Division of Educational Programs for
Sensory Impaired

Dr. Robert Holzberg, Division of Programs for Multi-Handi-
capped

Mr. William R. Spencer, Division of Finance and Administration

Mr. Lee W. Owens, Division of Physical Plant

Dr. Mary E. Doggett, Division of Student Affairs

During the previous year, the Executive Planning Committee further refined and expanded the planning process and the implementation of a Management by Objectives (MBO) system.

A major result of the efforts of the Executive Planning Committee as well as those of other administrators, faculty and staff was the development of the second comprehensive five year plan for SCADB. The purpose of this task was to delineate both long range and short range plans for obtaining optimum resource utilization in the accomplishment of the School's major missions and goals. In addition to producing the Five Year Program Plan, the Executive Planning Committee initiated studies to ascertain ways of improving the cost

effectiveness of several operational facets of the School, including energy usage and telephone and other communication systems.

The Central Administration was strengthened considerably this year by the addition of Dr. Mary E. Doggett. Dr. Doggett, who received her doctorate in special education administration at USC has had considerable experience with various types of handicapped children. She is also a graduate of the Juvenile Institute for Autistic Children in St. Louis, Missouri.

DIVISION OF FINANCE AND ADMINISTRATION

Purpose

The Finance Division handles all financial, fiscal, accounting, purchasing, personnel, federal grants, business and warehousing functions of the Agency. The division utilizes State and federal monetary resources and monitors the expenditure of same, while serving as the prime focus of all agency budgeting activities. The goal is to effectively and resourcefully maximize the use of State and federal funds received by the institution.

Operations

Chief financial offices of the institution, the Director of Administration and Finance, administers this Division. Reporting to him directly are the Assistant Director for Accounting and Computer Services, who heads the Business Office and who assists in the administration of the Division, plus department chiefs over Personnel, Warehousing, Federal Funds and Purchasing.

The Business Office includes all accounting functions, payables, payroll and employee benefits, student accounts, telephone receptionists, key control and related computer and financial functions.

Maintenance of a \$600,000 plus federal funds and grants program is the task of the Federal Funds Coordinator. Federal funds are obtained through several programs, the largest of which is Title I of ESEA, with support generated for 60 employees. Federal funds constituted approximately 10% of the total funds spent by the agency.

The Purchasing Department includes all phases of purchasing, bulk purchasing, bidding, leasing, and services contracts, insurance and State equipment inventory. Charged with supervising a complex purchasing program for over \$900,000 in State operating funds above in 1978-79, the office has been responsible for effectuating major agency cost savings through improved purchasing procedures.

The Personnel Department is charged with hiring, termination, recruiting, affirmative action (EEO) and minority employment functions, payroll updating and grievance investigations, among a parcel of many other functions. This department consists of five staff members.

The functions of the Warehouse are carried out by three staff members. The major responsibilities of the department include food commodity pickups, daily local purchase trips, deliveries, furniture moving, and related functions.

Program Accomplishments

- Conducted a State equipment inventory under new institutional inventory plan
- Developed new inventory computer program
- Properly controlled all agency funds as reflected by successful State and Federal audits
- Successful completion of 5-year Budget Plan
- Presentation by director of major written and oral presentations in national CEC, PL 89-313 Conferences
- Finalization of new employee handbook
- Significant cost reduction in food purchases
- Processed an estimated 2300 purchase orders
- Processed about 1600 employee applicants through Personnel and 75 terminations, resulting in 150 new hires
- Purchased 5920 individual times encompassing \$700,000 plus in federal and State funds combined (in direct purchases)
- Completed total renovation of internal contents of warehouse and instituted Warehouse inventory program

DIVISION OF EDUCATIONAL PROGRAMS FOR THE SENSORY IMPAIRED

This Division operates under the direction of a Director whose responsibilities includes instructional programs for the Deaf School, Blind School, Vocational School and Physical Education Department. The Psychology Department, Pre-school programs and Community Education Department are also under the supervision of the Director. Information on the purpose, operations and program accomplishments of each of these areas is presented below.

Purpose: The Deaf School has a responsibility for providing a full range of educational programs and instructional services to meet the diverse needs of primary, elementary and secondary hearing impaired students. The overall objective in our educational program is to educate each individual to the fullest extent of his/her capabilities with the goal that each will become a well-adjusted and productive member of society.

Operations: During the 1978-79 school year, the School for the Deaf served approximately 356 hearing impaired students. The School was administered by a principal and four supervising teachers. The staff included 44 teachers, a curriculum specialist, and a communication specialist. The School was also staffed by 12 teacher assistants and a secretary. Auxiliary services were provided by Vocational Rehabilitation, Speech and Hearing Services, Auditory Training Services, Social Services, Psychological Services and Media. All of these departments were housed on our campus.

Program Accomplishments:

- Forty-seven students graduated on May 31, 1979. This was the largest graduating class in the history of the School.
- Four seniors will be attending the two most recognized institutions of higher learning specifically established for the education of deaf students. These schools are located in Washington, D. C., and Rochester, New York.
- A two year project which was a collaborative project between the Oregon Research Institute and the South Carolina School for the Deaf was completed. This was the "Vocoder Program" which was geared to a structured speech and language program. The full results will be known this fall. Many of the specialized teaching techniques from this program will continue to be utilized in the teaching of speech, lipreading and language.

- Our School was again affiliated with Converse College in a Teacher-Training Program. The seniors and juniors observed classes in Thackston Hall. The ten juniors did work in Thackston Hall, Spring Hall, and Walker Hall as part of their practicum experience. Mrs. Goldie Bryant, Supervising Teacher, served as coordinator of this program.
- A Manual Communication Specialist was employed for the first time in 1979. Our School has undertaken the task of selecting a manual communication system. Training programs will be established to meet the communication needs of students and staff. Evaluation tools are being developed to insure the quality of presentation and reception of "Signed English." Program goals for the 1979-80 school year include curriculum development for sign language training classes and several mini-workshops for parent orientation to the Signed English System.
- Curriculum development has gone into the second year of operation under the leadership of our Curriculum Specialist. The area of reading continued to receive additional emphasis. The *Reading Unlimited* series was continued for the second year with modifications made with media materials to help teachers with vocabulary related to the teaching of stories. The Student Tracking Profile was completed and serves as an individual tracking profile for students in helping to record the specifics of teaching reading skills. Various other agencies and hearing impaired programs have requested copies of the Student Tracking Profile for their students and we are sharing our efforts with them. A decision was made to begin a new basic math program next fall. Teacher workshops are planned to guide teachers in using the program.
- We completed our second year in providing each child a comprehensive Individualized Educational Program mandated by P.L. 94-142. Our endeavors received high marks from both federal and state monitoring agencies. Through the combined efforts of the Psychology Department and the Education Department, great strides have been made to see that each handicapped child receives a quality program geared towards their ability and needs.

BLIND SCHOOL

Purpose: The Department for Blind is charged with the effective preparation of blind and visually impaired children to attain a level of individual mastery of their physical, social, emotional, academic and spiritual worlds.

Operations: The department was staffed by (a) principal, (b) supervising teacher, (c) nineteen classroom teachers and six teacher assistants. During the 1978-79 school term, the staff provided instructional learning and extra-curricular activities to 116 students residing in South Carolina. These activities included: Language Arts, Mathematics, Social Studies, Natural Science, Health and Safety, Fine Arts, Orientation and Mobility, Optacon Training, Kurzweil training, field trips and social service clubs. The high teacher-pupil ratio provides for individual attention to all students. Supportive services included psychological evaluations, counseling, audiology, speech therapy, health and medical care and the services of the South Carolina Commisison for the Blind.

Program Accomplishments: The school year just completed was a year of high interest for us and a year in which, as usual, we met with mixed success.

- Unexpected academic progress was realized in certain multiple handicapped pupils while others in this category made limited academic gain. The achievement of the remaining pupils in this grouping varied between these extremes. All pupils in the academic program made appreciable gains as evidenced by standardized achievement tests and teacher observations.
- Continuing the high standards of literacy attainments set by others in the past, several of our former pupils are making good records in public high school programs, as well as in schools of higher education. This year's program included, in addition to classroom activities: (a) weekend camporee at Clemson Laboratories for some of our blind students; (b) faculty and student demonstrations in the public schools concerning various aspects of blind education; (c) field trips to places of interest; (d) involvement in student social service clubs; (e) dramatic activities related to classroom work; (f) guest speakers; (g) a trip to the Nation's Capitol for six students and one teacher for an intensive one-week study of American government in the Close-Up Program; (h) ten students and three chaperones attended the Activities Programs in St. Augustine, sponsored by the Florida School for the Blind

and returned with the Sportsmanship Award; and (i) a picnic in the North Carolina Mountains prior to dinner in a well-known restaurant was the climaxing event of the Hi-Y Club.

- In addition to the five seniors receiving the State High School Diploma, two students passed the General Educational Development test and received their certificate.
- Academic monetary awards were presented to Sonnie Foggie, Tammy Brown, Robbie Brown, Lorraine Robinson, Mike Hamilton, Billy Smith and Sabrina Seawright for the best efforts in creative writing. Joan Thomas White received both the D.A.R. Good Citizenship Award, as well as the Outstanding Student Award presented by the Spartanburg Junior Woman's Club. A new award made possible by the Spartanburg Evening Lions Club and consisting of braille watches, were received by Trevor Johnson and Sabrina Seawright for the most improvement on standardized achievement tests.
- Students skilled in study habits or with outstanding academic potential have long been encouraged to take supplemental secondary school courses in the local public school. Spartanburg Senior High School has always been very cooperative in accepting a few students each year. Such an arrangement greatly expands the offering of our high school instructional program. One of our students attended Spartanburg Senior High School this year.
- Sixteen students were members of the blind band during the school year. Although the number of students in the band is small, the quality of performance made up for the limited number of students.
- Seventeen students were members of the blind chorus which held two performances during the school year and also performed at graduation.
- Twenty students participated in a daily music program at Robertson.
- Sixteen students received individual instruction in piano. Two students, Anthony Owens and Chuck Bryant, were among the top five best performers in the statewide National Federation of Music Clubs competition.
- The Stella W. Jervey Music Award was given to Marina Burris, chorus member, and the Marion Spigener Award was given to Roddy Williams, trombonist.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Purpose: The Physical Education program has a developmentally oriented motor skill curriculum. The program is designed to provide the learners with a broad-based experiential background in a wide variety of movement activities. These activities include basic perceptual and motor skills, fundamental motor and body management skills, physical fitness, social skills, individual and team sports, and life-time leisure skills. The Department has been conscientiously striving to implement philosophically and practically the legislative mandates of Title IX and P. L. 94-142.

Operations: The Department consisted of a staff of one principal, eleven full-time teachers, one teacher assistant and one secretary. The total number of students being served was 577. This includes the blind, the deaf and the multiply-handicapped. The physical facilities include one football field, three gymnasiums, two multi-purpose rooms, a swimming pool, a weight training room and two bowling alleys.

The Athletic Program is designed to provide interscholastic competition to those individuals who have demonstrated superior athletic abilities. The School is a member of the South Carolina High School League and participates in the 1-A Conference in football, basketball, volleyball and track and field. In addition, the School is a member of the Mason-Dixon Basketball Association.

The Athletic Program sponsors both a wide variety of sports and a number of teams in the sports. These include one football team, one volleyball team, one wrestling team, five basketball teams, two track and field teams and a goal ball team. The Department also supports the Special Olympic Programs by providing facilities, manpower and athletes.

Program Accomplishments:

- Football

Third Place in Conference IIA

Second Place among the Deaf Schools in the southeast

Featured on the CBS Evening News

Five boys selected for All-conference IIA Team:

1. Robert Milton
2. Lee Cunningham
3. Ronnie Lawing
4. Mark Crosby
5. Doug Stephens

Two boys selected for Deaf All-American by the National Fraternal Society of the Deaf:

1. Robert Milton
2. Ronnie Lawing

Two boys selected on Deaf All-American Team—Deaf American Magazine:

1. Robert Milton
2. Lee Cunningham

Three boys selected for All-Area Football Team:

1. Robert Milton
2. Ronnie Lawing
3. Mark Crosby

Robert Milton received the W. O. R. D. Golden Helmet Award for gaining 242 yards and scoring 3 touchdowns against the N. C. Deaf School.

- Girls' Basketball

Placed second in the Second Annual Girls' Mason-Dixon Basketball Tournament

Placed third in Conference IIA

Coach Camilla Ramborger was selected as the Conference IIA Coach of the Year and was named the Coach of the Year by the Deaf American Magazine

Karen Reid was selected for:

All Conference IIA Team

All-Area Team

All-State Honorable Mention

All-Tournament, 2nd Annual Mason-Dixon Basketball Tournament

Most Valuable Player—2nd Annual Mason-Dixon Basketball Tournament

National Deaf Prep All-American

Player of the Year—American Athletic Association of the Deaf

Della Stevens was selected for:

All-Conference IIA team

All-Tournament—2nd Annual Mason-Dixon Basketball Tournament

National Deaf Prep All-American

- Boys' Basketball

Fourth place in the 27th Annual Mason-Dixon Tournament

Doug Stevens was selected for:

All-Conference IIA

All-Tournament 0 27th Annual Mason Dixon Basketball
Tournament

- Wrestling

Sixth Place in the State Class A Wrestling Tournament

Wayland Moon placed 2nd in the State Class A Tournament—
Heavyweight Division.

Three boys placed 4th in the State Class A Tournament:

1. Chuck Gilbert

2. Mike Chappell

3. Nathan Lockhart

- Boys' Track and Field

1978 National Deaf Prep Champions for the second consecutive
year

Second Place in Conference IIA

Wayland Moon won first place in the shot put at the State
Class A Track Meet with a heave of 51 feet.

Second place in Conference IIA

- Girls' Track and Field

1st place Conference IIA

1st place Class A—Upper State

Della Stevens won the 400 meter in the State Class A Track
Meet

Marietta Green placed third in the long jump in the State Class
A Track Meet

- Goal Ball

Chuck Bryant, a goal ball player, and Coach Mike Hollifield,
have been selected as members of the U.S. Goal Ball Team
which will compete in Europe this summer.

- The Physical Education Program was selected for the third
consecutive year as a Model Demonstration Center School by
the President's Council on Physical Fitness and Sports.

VOCATIONAL SCHOOL

Purpose: The Vocational School serves the Deaf School, the Blind School and the Multi-Handicapped School and provides individual and group training in occupational areas to insure that students completing the various programs will possess saleable, job-entry skills. The department works closely with the Department of Vocational Rehabilitation and the Commission for the Blind who have offices located on our campus. In addition, the School provides such non-academic services as driver education, dexterity training, consumer home economics, personal typing, art and a limited amount of counseling. In addition to the vocational programming responsibilities, printing services are provided for the entire School, including the publication of *The Palmetto Leaf*, the School newspaper, and *The Hornet*, the School annual.

Operations: During the 1978-79 school year, the Vocational Department operated with a staff of fifteen teachers, two teacher associates, one career education coordinator and one principal.

Program Accomplishments:

- In the major vocational divisions there were a total of fourteen (14) course offerings in Trade and Industries, seven (7) course offerings in Business Occupations, five (5) course offerings in Home Economics, two (2) course offerings in Health Occupations and two (2) course offerings in Agricultural Occupations.
- The Vocational Department provided courses in Art, Work Adjustment, Health, and driver education.
- There were two courses offered during the 1978-79 school year that were not offered in the past several years. These were Piano Tuning and Mechanical Drawing.
- Follow-up studies on the graduates of 1978 showed that, as of April, 1979, 43.3% of those available for placement had been either placed in jobs in the field for which they received training or in a closely related area. This percentage compares very favorably with the percentage of public school graduates available for placement.
- Of the 1979 graduates, thirty-nine (39) received vocational certificates for completing occupational training programs.
- During the 1978-79 school year, Student Tracking Profiles were developed for nine (9) vocational programs. Six (6) additional profiles are being developed during the summer of 1979. The final two (2) will be developed in the early fall of 1979. When

a student enters a vocational program, his or her progress will be recorded in this profile so that, at any point, his or her skills and deficiencies may be noted. This will lead to better individualization of each student's program of studies.

- In the Career Education program field testing was completed on two programs designed for deaf students. The first of these, FEELINGS, was completed during the fall of 1978 and the second, DUSO, was completed during the spring of 1979. Portions of both of these programs will be incorporated into the elementary school curriculum. The career awareness and exploration curricula continues to be developed through the summer of 1979 with a Title I grant and these will be tested and implemented in the fall.
- In all 193 students from the three school programs were served by the Vocational Department.

PSYCHOLOGICAL SERVICES

Purpose: The Psychology Department serves the Deaf, Blind and Multi-Handicapped Schools including both academic and residential domains. The primary functions of the department are Assessment and Prescriptive Services and Counseling/Behavior Management Services. The department also works closely with the academic departments in the development of ongoing evaluation of the I.E.P. process.

Operations: The Psychological Services staff under the direction of the head psychologist included two (2) other clinical psychologists, two (2) psychological counsellors, two (2) behavior management specialists and a secretary serving the entire department. A Masters degree level intern from Gallaudet College also worked with the department.

Program Accomplishments:

- A model of psycho-educational assessment was developed. This model is conceived in the spirit of appropriate individualization of education services set forth by P. L. 94-142. The critical feature of the model is a procedure which places the psycho-educational assessment within the applied context of instructional dynamics among teachers and students. The components of this procedure include: (1) pre-assessment conference with the referring person(s) to gather educationally relevant information concerning the referred student, (2) a pre-assessment observation of the referred student within a natural learning

setting, (3) a psycho-educational assessment of the student, the nature of which is guided by the background information gathered in steps (1) and (2) and not just by State requirements, (4) a post-assessment conference with the referring person(s) to generate specific and detailed instructional, curricular, and management implications out of assessment findings.

- Eighty-eight students received counselling only on a referral basis, seventy-six students received behavior management services through behavior management specialists with no counselling, and forty-four students received both counselling and behavior management intervention.
- Two hundred and fifty-five psycho-educational assessments were completed during the school year. These included one hundred and fifty-four in the Deaf School, thirty-two in the Multi-Handicapped School, forty-eight in the Blind School and twenty-one outside evaluations including services to Developmental Disabilities Pre-School program.
- Social Living Skills curriculum program was developed and completed under the direction of the two psychological counsellors and a committee of classroom teachers. This program will be effectuated during the 1979-80 school year.
- Three behavior management training workshops were held for the teaching staff.
- The Psychological Services Department has been called on a number of times to present programs in local, state and national meetings. It has been recognized by Gallaudet College as one of the outstanding Psychological Services Departments in the country.

COMMUNITY EDUCATION

Purpose: The Office of Community Education was established in July, 1976, with its service programming focusing on the areas of adult education, continuing education, vocational referral, human services and public awareness. The program has also added since its inception the area of parent education.

Community education is a philosophy or process which involves the identification of needs and resources in the community and bringing the two together. It is especially necessary for the sensory impaired citizen to be able to participate in the mainstream of community life and programming.

Operation: The staff of Community Education consisted of a director, a coordinator and a secretary on campus at the South Carolina School for the Deaf and the Blind. The program also had two part-time coordinators, one in Columbia and one in Charleston. Presently, the program is funded partially by a grant from the Appalachian Regional Commission, a cost-sharing program with Gallaudet College and agency funds. All classes offered in the continuing education area of the program are self-supported by registration and class fees. The Adult Education program of Spartanburg County District 7 also supports some of the classes by providing the teacher for the class.

Program Accomplishments:

- Fifty-three classes and workshops or seminars offered with 631 participants on the South Carolina School for the Deaf and the Blind campus.
- A weekly Educational Radio for the Blind program broadcast state-wide by the Office of Community Education.
- Presently have 3025 addresses statewide for mailings to the sensory impaired adults, their families, friends and support people.
- Helped to establish the Spartanburg Association of Community Education involving 17 agencies and programs in Spartanburg County.
- Serve as members of the Mid-Atlantic Community Education Consortium involving state departments of education and universities in Maryland, Virginia, Delaware, D. C., North Carolina, West Virginia and South Carolina.
- Provided presentations to such organizations as the South Carolina Association of School Administrators and the South Carolina Association for Continuing Higher Education, along with two articles printed in the South Carolina Association of School Administrators.
- First interpreted theatre presentation at Dock Street Theatre for deaf community presented in April, 1979, in Charleston, S. C.
- Outstate programming—28 classes, workshops and seminars with 420 participants.
- Ms. Elizabeth Johnson, a student at Spartanburg Methodist College is serving as a Governor's Intern during the Summer of 1979.

- The South Carolina School for the Deaf and the Blind is a "Ripple School" Affiliated with the Kellog Foundation Special Schools of the Future project. The Atlanta Area School for the Deaf, as a regional special school, maintains liaison with the South Carolina School for the Deaf and the Blind through the Office of Community Education.

PRE-SCHOOL DEPARTMENT

Purpose: The Pre-School Department provides educational services to home-bound developmentally disabled pre-school age students in Newberry and Cherokee Counties. This individualized program instructs both parents and students in specific methods of overcoming the disability and in educational readiness skills.

Operations: One home-bound teacher served directly under the Director of Educational Programs for the Sensory Impaired. This teacher also provided part-time clerical services from the school staff. The program has operated under Federal funds and has completed its second and final year. Federal funding is not available for the 1979-80 school year.

Program Accomplishments:

- Through the efforts of the teacher, County Health Department, Local School Districts and Whitten Village, thirty children were screened for the program.
- Eleven children and their parents received evaluations by the South Carolina School for the Deaf and the Blind psychological staff.
- Fourteen children and their parents received direct on-going instruction in their homes.
- Five students and their parents participated in an all day field trip to the Riverbanks Zoo in Columbia. This was the first real outing for some of the students.
- Eight of the students served show excellent potential for being mainstreamed in the public school programs in their community.

DIVISION OF PROGRAMS FOR THE MULTI-HANDICAPPED

The Division of Programs for the Multi-Handicapped is an entity which supplies educational and supportive services to all schools on campus of the South Carolina School for the Deaf and the Blind. Within the Division are:

Auditory Training Department
Herbert Center for Multi-Handicapped Children
Media Department
Multi-Handicapped Child Care Department
Social Services Department
Speech and Hearing Department

The Herbert Center is now completing its first full year of operation in the new Multi-Handicapped Facility which was opened in November of 1977. The population of multi-handicapped students enrolled in the program has increased dramatically. The achievements of the Herbert Center within the short period of time it has been operating are impressive.

HERBERT CENTER FOR MULTI-HANDICAPPED CHILDREN

Purpose: The Herbert Center has the responsibility for providing a full range of diagnostic, evaluative and educative services to multi-handicapped students between the ages of three through 21.

Operations:

- Increased enrollment from 96 to 129 students (4 classrooms).
- Fifty-two educational staff members served student population.
- Services included: music therapy, speech therapy, physical therapy, adaptive physical education and the services of a diagnostic evaluator.

Accomplishments:

- Pre-Vocational Program.
- Three regional parent meetings (Partners in Progress).
- Various workshops and conferences attended by staff members to upgrade skills.
- Forty-three children evaluated for admission.
- Thirty-one additional students enrolled in program.
- Vocational Rehabilitation Program started.
- New IEP format put into use.
- Sixty per cent attendance from parents to IEP conferences.
- Summer Program serving 37 students.

- Formation of student Glee Club.
- Three in-service sessions for teachers.
- Spring Programs presented by students.
- Field Day-participation of all students.

AUDITORY TRAINING DEPARTMENT

Purpose: The purpose of the Auditory Training Department is twofold this year: to provide a comprehensive, in-depth program that will develop the auditory processing skills needed for optimal use of residual hearing; and to produce a campus-wide Perceptual Deficit Inventory.

Operations: The Auditory Training Department implemented two programs: a Title I funded auditory training program; and a C.E.T.A. funded perceptual testing program. The auditory training program had the responsibility of providing individualized instructional programs, teacher inservice training, pre-and post-testing services, loaner hearing aids to deaf students participating in the program and all program equipment, materials and supplies. The perceptual testing program had the responsibility to screen all deaf students, kindergarten through seventh grade, for visual perception deficits, screen all blind students, pre-school through eighth grade, for auditory perceptual deficits, and then administer appropriate in-depth testing batteries where needs are assessed. Older deaf students and blind students were screened on a referral basis. Both programs were provided on a campus-wide basis.

Accomplishments:

- Tested and provided services to all students requiring auditory training services on campus.
- Provided each participating teacher and student with an *Individual Instruction Record and Curriculum Performance Checklist Manual for Auditory Training*.
- Planned and coordinated the first *Sing-Sign Along* production that involved all of the young deaf students in Thackston Hall.
- Participating students wore appropriate amplification 35% more in 1978-79 than in 1977-78.
- Four new auditory training instructional programs were implemented for participating students.
- The C.E.T.A. Perceptual Testing Program was implemented and the screening process for all deaf students and blind students was completed.
- Continued to update, revise and improve *Environmental Sounds Program*.

- Introduced three new programs on the level suitable for young deaf children with moderate to fair residual hearing.

MEDIA DEPARTMENT

Purpose: The goal of the Media Center is to provide supportive, instructional assistance to the campus community. This goal is met through the coordinated production, distribution and utilization of print, non-print, and electronic communication technology.

Operations: Media Center operations were comprised of:

- Captioned Film Depository
- Library for the Deaf
- Library for the Blind
- Storytelling
- Repair and Design
- Illustration
- Photography and Filmmaking
- Teacher/Student Production
- Inservice Education
- Delivery and Distribution
- Research and Development
- Media Consultation
- Video-tape Production

Accomplishments: The 1978-79 school year was one of continued growth and program expansion for the Media Center. The first Media Center catalog was produced and published by the Media Center with copies to every teacher. This catalog has proven itself as a valuable resource tool for the classroom teacher. Mrs. Anne Metcalf assumed the responsibilities as the Media Technician to the Director and streamlined all distribution practices as well as assisting in the day-to-day operation of the Media Center. Mrs. Tanya Morrow was hired as the Librarian for the Deaf School. She initiated tremendous changes and improvements in the Library; the most notable change being increased and effective communication with the students and better awareness in purchasing materials for the deaf students. Mrs. Phyllis Austin assumed the storytelling position. In addition to the regular daily performance in the story-room, Mrs. Austin produced "Hansel and Gretel" in sign language with the deaf students, and three one act plays with the blind students. All other areas of the Media Center maintained their levels of performance, and a new logo was developed for the Media Center with introduction slated for the Fall of 1979. This new logo will

appear as our official symbol representing the Media Center. Currently, revision is taking place with regard to student programs; most notably, expansion in the photography/darkroom area, and inclusion of more visually impaired students in the Media Center program.

MULTI-HANDICAPPED CHILD CARE DEPARTMENT

Purpose: The Multi-Handicapped Child Care Department is responsible for caring for the individual needs of each child during the out-of-school hours. This department's responsibilities involve the implementation of IEP goals; self-help skills training; socialization; and the proper use of leisure time.

Operations: The Child Care Department encompassed a staff of 36. The staff consisted of a Director of Cottage Life who supervised two Youth Counselor II, 18 Youth Counselor I and 15 Cottage Parent II positions. The staff was involved in providing a pleasant atmosphere combining recreational activities and self-help skills training for each student.

Accomplishments:

- Expansion of program to include an additional 32 bed unit at Robertson Hall.
- Weekly captioned motion pictures shown to all students.
- Christmas dinner for all students at Bonanza Steak House.
- Continued growth of the Girl Scout Troop.
- Participation by the Director of Cottage Life in three regional parent meetings.
- Establishment of a Boy Scout Troop to begin full operation in the fall of 1979.
- Two behavior management workshops were presented as a part of a continuing training program.
- Various field trips to the Mall, out to eat, Spartanburg Phillies baseball games, etc.
- Continued implementation of IEP goals related to daily living skills.

SOCIAL SERVICES DEPARTMENT

Purpose: The Department of Social Services is responsible for providing specific and generic social work services for the deaf, blind and multi-handicapped student population.

Operations: The Department was comprised of a director, three social workers and a secretary. Its program, supportive in nature,

provided a variety of services which were classifiable under social counseling, casework, referral services and outreach activities. Specific operations of the Department were as follows:

- Provide an evaluative home study on each applicant through a visit to the home.
- Interview and counsel with parents of students.
- Provide assistance in completing the application process.
- Make referrals to community services or State agencies.
- Provide consultation to teachers, parents, agency personnel and department heads.
- Prepare and maintain social histories.
- Interview and counsel with students and faculty.
- Provide information on inquiries and referrals from other agencies.
- Travel the entire State making home visits and agency contacts as part of a multidisciplinary team approach.
- Provide direct services to each student.

Accomplishments:

• Referrals—Hearing Aid/Repair	4
Miscellaneous	92
Evaluative Home Study	96
• Home Visits—Students and/or parents Applicants	82
• Agencies, Departments, Offices visited	59
• Office Interviews—Applicants	12
Students and/or Parents	12
• Client Contacts (regularly scheduled)	540
• Telephone Consultations/Contacts (long distance)	110
• Special Mailings to Agencies	36
• Miles Traveled	13,451

SPEECH AND HEARING DEPARTMENT

Purpose: The Department of Speech and Hearing Services serves students in the Deaf, Blind, and Multi-Handicapped Schools who exhibit speech and/or language deficiencies, and provides audio-logical assessments for all students. Comprehensive speech and language evaluations are available and, based on diagnostic testing and teacher priorities, students are seen for speech and/or language therapy on an individual or small group basis at least once a week. Major emphasis in therapy is given to development of language skills in conjunction with the acquisition of speech sounds. Those students under 12 years of age are seen for hearing testing annually,

while students 12 and over are tested every other school year unless referred. Hearing aid evaluations are performed as necessary and recommendations as to appropriate amplification are made to supporting agencies or parents. Hearing aid repair services are also provided as necessary. In addition, the staff is available for consultation with parents, administrators and teachers to offer suggestions for program planning for individual students. Diagnostic services are also provided for applicants to the School.

Operations: The Department of Speech and Hearing Services was comprised of four Speech Pathologists, one Audiologist and one Audiologist's Assistant. Duties included the following:

- Speech and language screening for all students campus wide, with comprehensive follow-up evaluations as necessary.
- Speech and/or language therapy when needed.
- Hearing assessment for all students campus wide.
- Hearing aid evaluations for those students who are felt to be candidates for hearing aids.
- Repair services for hearing aids.
- Hearing assessments for all applicants to the School and speech/language evaluations as required.
- In-service training with other staff members as necessary.
- Consultation with parents and teachers in the formulation of IEP goals, as well as instruction on the care and maintenance of hearing aids.

Accomplishments:

- 224 students seen for speech and language screening.
- 181 students were seen for speech and/or language therapy.
- 224 students were seen for hearing assessment.
- 47 students received hearing aid evaluations. Out of these, 26 new hearing aids were fit.
- Repair services were provided for broken hearing aids as necessary.
- 67 applicants to the School received complete audiological assessments.
- IEP statements were prepared on 181 students and 105 IEP meetings were attended.

DIVISION OF STUDENT AFFAIRS

CHILD CARE DEPARTMENT

Purpose: The Child Care Department's main responsibility is to provide quality care and supervision in all dormitory activities. Planning and coordinating activities with other departments has been a major endeavor this year since after-school activities have significantly increased. The purpose of many of the activities is to increase each student's competencies in areas necessary for effective daily living, including self-help skills, the use of leisure time, and developing proper habits and attitudes.

Operations: For the first time in several years, the Department was fortunate in having the Assistant Dean of Students position. With the addition of his position, the Department was able to move toward improving the quality of services we rendered. With the Dean and Assistant Dean, the Department operated with five dormitory directors, 24 youth counselors, and 15 third shift cottage parents working in eight dormitories on campus.

Program Accomplishments:

- The Dean and Blind Dormitory Councils were very instrumental in bringing about improvements in their dormitories throughout the year.
- An "Honor Card" system was initiated in January for the purpose of improving social maturity and self esteem as well as attempting to instill and increase aesthetic values.
- The Dean of Students participated in a child care workshop through the Group Child Care Consultant Services in Chapel Hill, North Carolina.
- Provided housing for 200 students from 9 deaf schools who were participating in the Mason-Dixon Basketball Tournament.

TRANSPORTATION DEPARTMENT

Purpose: To provide transportation to and from the School campus, serving all day and residential students from throughout the state. The Transportation Department also provides transportation for some of the more handicapped students to various buildings on campus during the School day where access would otherwise be difficult. This department also provides transportation to and from off-campus extracurricula activities.

Operations: A fleet of 19 buses operated by a staff of 15 vehicle operators and 11 attendants provide transportation services to stu-

dents. The Director of Transportation supervises departmental operations and supervises the work of one part-time clerk/typist.

Program Accomplishments:

- Daily transportation was provided for 116 students.
- Weekend transportation was provided for 414 students.
- The number of students transported on campus daily averaged 128.
- A handbook clearly delineating policies, procedures, and responsibilities for bus drivers and attendants for employees in the Transportation Department was completed.
- Transportation was provided for numerous fieldstrips and athletic events.

HEALTH CARE DEPARTMENT

Purpose: The major function of the Health Care Department is to provide emergency and routine medical care to all students, to assist in implementing a preventive health care program, and to dispense medication.

Operations: The Health Care Department provided 24-hour service during the school week. A School physician came daily, and a dentist provided services weekly.

Program Accomplishments:

- There were 392 admissions during the year, averaging two days of overnight care in the Health Center.
- There were 13,786 out-patient visits for routine medical problems from the Deaf, Blind, and Multi-Handicapped Schools.
- The School dentist treated 392 students, and fluoride treatment was provided to 90 students.
- Flu vaccine was given to students during the fall.
- There were 229 athletic physicals provided for the Physical Education Department.
- There were 65 students provided with complete physicals for the Deaf Vocational Department, and 54 students for the Commission for the Blind.
- Nurses are on duty 24 hours daily in the Health Center and in the Multi-Handicapped School to render routine and emergency service.

FOOD SERVICE DEPARTMENT

Purpose: The major function of the Food Service Department is to provide nutritious and well-balanced enjoyable meals to each student.

Operations: Food is prepared daily per each meal in a Central Kitchen utilizing 4 cooks, 5 bakers, 15 food service aides, and 3 food service supervisors. The food is transported by 2 vehicle operators to five cafeterias throughout the campus where it is properly served to students. Per cafeteria a manager ensures that every student is properly served. Additionally each cafeteria is staffed with food service aides who assist in the serving and cleaning of the serving area.

Program Accomplishments:

- Provided one meal daily for all day students and three meals daily for all residential students.
- Formed a "Food Committee" consisting of two deaf, two blind, and two multi-handicapped students. This group made input in meal planning and was cooperatively supervised by the Home Economics teacher, a teacher from the Multi-Handicapped school, and the Food Service Director.
- A new "Gas Convection Oven" was purchased. This has helped the cooks to significantly increase the amount of homemade breads made.
- The Food Service Department has catered more than 400 extra activities, including fieldtrips, banquets, and other special social events. One such event was the Mason-Dixon Tournament which required food for nine schools plus hospitality tables.

DAILY LIVING SKILLS DEPARTMENT

Purpose: The major functions of the Daily Living Skills Department are: To significantly enhance each student's competencies in basic self-help skill areas; to increase each student's ability to use leisure time wisely, both presently and in the future, through providing them with a conceptual understanding of various recreational activities and the skills requisite for successful functioning in these activities; to increase each student's understanding of safety and first aid practices and procedures and the necessity for using these procedures appropriately; and to provide activities which are complimentary to the formal educational program offered through the Education Department.

Operation: The Daily Living Skills Department provides services to students from 3:30 p. m. through 8:00 p. m. on Monday through Thursday during the school year. A staff of 20 teacher aides, supervised by the Director of the Daily Living Skills Department, ensures that each child participates in scheduled after-school activities. The daily living skills of students are incorporated into planned activities and each student is periodically evaluated to determine the amount of progress made.

Accomplishments:

- The Daily Living Skills Program was made into a separate department, reporting directly to the Director of Student Affairs.
- Each student who participated in the Daily Living Skills Department activities was evaluated by the use of a Pre-Test in September (1978) and a Post-Test in May (1979) to determine the individual accomplishments for the year.
- Activities have focused on leisure-time and physical activities, safety and first aid.
- The Daily Living Skills staff has worked very closely with the Child Care Department, especially in the areas of personal grooming and social competencies.

DIVISION OF PHYSICAL PLANT

Purpose: The purpose of the Division of Physical Plant is to serve as a resource for achieving the objectives and goals sought through the educational programs by maintaining a physical environment which is conducive to learning, both in the classroom and in the dormitories; by assisting the School to obtain a high degree of utilization of the physical plant, thus helping maximize returns on the physical plant investment; by assisting in the development of energy conservation plans, and by assisting in the development of long-term capital improvement plans.

Operations: The Division was headed by a Director and was comprised of 37 positions. Reporting directly to the Division Director, the Physical Plant Maintenance Manager, was in charge of the skilled laborers and tradesmen. Among his responsibilities were the heating facilities, tradesworkers, automotive maintenance, operation of the service station, painting and groundskeeping areas.

The Plant Maintenance Supervisor, along with eight employees, were responsible for meeting all heating, refrigeration and air conditioning requirements of the School. They also provided the expertise in operating the complex boiler house, which provides steam

heat throughout the majority of the campus. The Supervisor was also responsible for the operation of the School's laundry. There were five laundry workers.

General maintenance was provided by six skilled workers in carpentry; electrical; plumbing/pipe fitting; masonry; refrigeration mechanics; and other related mechanical areas, including automotive mechanics. Two mechanics provided the expertise in making repairs, overhauls and keeping the maintenance for the School's entire fleet of vehicles, which included approximately twenty-four School buses.

In the Decorative Areas, there were five painters, under the supervision of one paint supervisor who did all the painting throughout the campus, both inside and outside our buildings. In the groundskeeping area, there was one supervisor, three vehicle operators and four groundskeepers. Their primary responsibility was for the upkeep and maintenance of all the grounds, including horticulture requirements.

The Physical Plant services also included the administrating of all contractual services; such as—trash pick-up— janitorial services; pest and termite control. In addition, the Physical Plant was also responsible for all Capital Improvement Construction Products.

Program Accomplishments:

- Approximately 98% completion of the new Fire Alarm System.
- Completion of new intercommunication system for the Multi-Handicapped Facilities.
- Construction of sidewalks around the greenhouse area.
- New contract negotiations on the janitorial and pest control contracts.
- The provision of services requiring 4,371 work orders.
- The provision of 40 engine analyses.
- 746 individual vehicle repairs.

COOPERATIVE PROGRAMS

VOCATIONAL REHABILITATION FACILITY

Purpose: The Vocational Rehabilitation Facility located on the campus of the South Carolina School for the Deaf and the Blind provides, medical, social, psychological and vocational evaluations to the deaf students and multi-handicapped students. This facility also provides on-the-job training in cooperation with businesses and industries in the community as well as continued counseling and guidance, social, personal, and work adjustment training job placement and follow-up.

Operations: During the 12 month year under report, this facility provided services for 202 students. These students are from all across South Carolina. When a student graduates or leaves the South Carolina School for the Deaf, the case is transferred to the appropriate Vocational Rehabilitation Counselor in the student's home area in order that services be continued by the department. Those clients that are hearing impaired are usually served by a specialty counselor.

The Facility is administered by (a) a Project Supervisor (b) two Vocational Counselors (c) a Vocational Evaluator (d) two Rehabilitation Associates and (e) a Casework Assistant.

Program Accomplishments:

- Diagnostic medical evaluation were provided to students throughout the year. Sixty-eight students received general medical examinations. Fifty students received otological examinations, sixty-eight students received ophthalmological examinations, and ten students were provided specialist examinations.
- Vocational evaluation was provided to seventy students. These results assists the Facility staff in planning future services and also assists the School staff in their plans for the students. All evaluation results were staffed jointly with the Facility staff and the School staff in attendance.
- On-the-job training was provided in businesses and industries in the community as well as on the campus of the school, for ten students who were all in the graduating senior class. The on-the-job training program provided training in the following areas:

Textiles	7 students
Auto-body repair and painting	2 students
Cabinet Making	3 students

Industrial Sewing	3 students
Child Care	1 student
Material Handler	2 students
Clerical	4 students
Construction	1 student
Food Service	5 students
Stock Clerk (grocery)	1 student
Photography and Photography Processing	1 student
Auto Care	2 students
Maintenance	1 student
Teachers Aide	2 students
Laundry	4 students
Farm Work	1 student
Contract bench work	5 students

- Work adjustment training classes were provided for Special students, Juniors and Seniors. Seventy-nine students were involved in this training which is designed to prepare them for future gainful employment and indoctrinate them to the World of Work. Special students and Juniors met once each month during the school year for one hour each class. The Seniors met twice each month for one hour each class. A work adjustment program of the pre-vocational nature involved eighteen (18) multi-handicapped clients.
- The work adjustment program involved thirty-nine students. Students were involved in piece work of contracts obtained from various industries in the community.

CEDAR SPRING FACILITY SOUTH CAROLINA COMMISSION FOR THE BLIND

Purpose: The Cedar Spring Facility of the Commission for the Blind is responsible for the provision of applicable vocational rehabilitation services to blind and visually impaired students, who are fourteen years old and above, who are enrolled at the South Carolina School for the Deaf and the Blind. These services are designed to increase the student's readiness for future gainful employment. With the development of the Multi-Handicapped Facility, which is also located at the School for the Deaf and Blind, the Commission for the Blind is also involved with serving the Multi-Handicapped students, who are legally blind and also have some other physical or mental disability.

Operations: During the 1978-79 academic year, the Cedar Spring Facility provided applicable vocational rehabilitation services for approximately 86 students, who are residents of the state of South Carolina.

The Facility staff consisted of (a) a Project Supervisor, (b) One (1) Orientation and Mobility Instructor (presently vacant), and (c) One (1) Caseworker Assistant. The services available and provided by this staff include:

- (1) receiving referral information from the staff of the School for the Blind.
- (2) conducting an initial interview with the student.
- (3) contacting the parents of each student, regarding the agency purpose and other related information.
- (4) processing application for applicable services.
- (5) providing and/or coordinating necessary, diagnostic services, including a general medical examination, an initial ophthalmological examination, a low vision examination, a psychological evaluation, an occupational inventory, and other prescribed examinations that may be applicable to the individual's needs.
- (6) determining the rehabilitation potential of each student and his or her eligibility for applicable vocational rehabilitation services.
- (7) developing an Individualized Written Rehabilitation Program, which is designed to meet the specific needs of the student to increase his or her readiness for future gainful employment.
- (8) providing and/or coordinating the provision of (a) vocational and personal adjustment counseling and guidance, (b) physical restoration services, including surgery, glasses, prostheses, hearing aids, etc., (c) and training program, which includes personal adjustment training (residential, campus, business Orientation and Mobility training) and on the job training at appropriate locations, which are on the campus of the School for the Deaf and the Blind and also in the local industrial community, depending upon the interests and needs of the students.
- (9) referring each student to the appropriate vocational rehabilitation counselor, who serves the respective home county, where the student resides, when the student graduates or discontinues his or her enrollment at the School for the Blind.

- (10) providing the above applicable services with the knowledge and cooperation of the appropriate staff of the South Carolina School for the Deaf and the Blind.

Program Accomplishments: As an explanation of specific notable services and events, in compliance with the above listed operations, the following are noted:

- One (1) female, partially sighted, student was involved in an on the job training program at a local greenhouse business.
- Two (2) partially sighted, male, students received some electronics vocational training in a special class at the Media Center of the School for the Deaf and Blind.
- One (1) partially sighted, male, student was involved in an on the job training program at a restaurant in Spartanburg (Hardee's).
- One (1) partially sighted, male, student was involved in an on the job training program at the Farm and Home Administration in Columbia, during the summer.
- Two (2) students received prostheses for cosmetic purposes from Le Grand Associates of Philadelphia, Pennsylvania.
- Thirty-five (35) students received initial low vision examinations at the clinic, which is located in the Commission for the Blind facility; six (6) students received follow-up examinations.
- One (1) student, a totally blind, male, attended the 1979 Pre-College Program at the University of South Carolina in Columbia, during the summer, to facilitate his transition from high school to a college environment.
- Twenty-six students received vocational evaluation services, which include Personality, Career Maturity, Dexterity, Social, and Occupational testing.
- Twelve (12) students participated in the Work Adjustment Program, sponsored by the Commission for the Blind, at Goodwill Industries in Greenville, South Carolina.

FINANCIAL STATEMENT

Fiscal Year July 1, 1978 - June 30, 1979

STATE FUNDS	
Appropriation	\$ 5,028,730.00
Carry-Over Prior Yr.	11,742.00
Base Pay Increase	237,620.00
Other Income	22,886.18
Total Funds Available	<u>\$ 5,300,978.18</u>
<i>Disbursement</i>	
Administration:	
Personal Service	\$ 399,528.81
Contractual Service	16,157.94
Supplies	9,136.71
Fixed Charges	4,524.90
Equipment	3,530.01
Total Administration	\$ 432,878.37
Education:	
Personal Service	1,584,880.51
Contractual Service	10,507.63
Supplies	30,753.38
Fixed Charges	1,158.40
Equipment	8,879.95
Scholarship	3,000.00
Placement Bur.	5,000.00
Voc. Rehab.	33,723.00
Total Education	1,677,902.87
Multi-Handicap:	
Personal Service	759,453.96
Contractual Service	6,134.41
Supplies	8,528.52
Equipment	2,442.86
Total Multi-Handicap	776,559.75
Plant:	
Personal Service	315,123.07
Contractual Service	344,996.86
Supplies	178,269.83
Fixed Charges	18,282.49
Equipment	7,482.35
Non-Structural Imp.	1,787.08
Total Plant Operation	865,941.68
Student Affairs:	
Personal Service	734,453.33
Contractual Service	52,685.40
Supplies	121,088.92
Equipment	10,928.30
Fixed Charges	356.81
Hospital Care	228.75
Total Student Affairs	919,741.51
Employer Contributions	621,821.31
Total Expenditures	5,294,845.49
Lapsed Funds	6,132.69
	<u>\$ 5,300,978.18</u>

SPECIAL DEPOSITS

Balance Brought Forward July 1, 1978	\$ 54,336.23
Receipts	60,672.38
Total Funds Available	<u>\$115,008.61</u>

Disbursements:

Student Accounts	\$ 14,044.10
Pilot Club	282.31
Special Needy	657.83
Converse Fund	3,908.10
Special Bus Fares	32.57
Media Caption Film	889.06
Outreach, Inc.	300.00
Adult Education	2,733.92
Post Office	1,143.47
Music Account	252.67
Annual Pictures	3,352.92
Canteen	36,509.34
Colonial Pipeline	3,899.62
Multi-Handicap Fund	1,822.75
Vocation Rehab. Fund	768.00
Aphasic School	131.00
Total Disbursements	70,727.66
Balance Carried Forward	44,280.95
	<u>\$115,008.61</u>

CAPITAL IMPROVEMENT & OTHER ACCOUNTS

New Infirmary (Proj. 01-13)			
Balance Fd.	\$ 34,491.75		
Disbursements	34,491.75		
Balance 7-1-79		\$	—0—
Cap. Impt. Bond Proceeds (Proj. 10-15)			
Balance Fd.	—0—		
Received	47,479.93		
Disbursements	47,479.93		
Balance 7-1-79			—0—
Education Facility (10-14)			
Balance Fd.	75,173.36		
Disbursements	22,055.95		
Balance 7-1-79			53,117.41
Patients Fees Balance July 1, 1979			230,035.64
Chapel Fund Balance July 1, 1979			102,836.83
Thackston Fund Balance July 1, 1979			470.74
U.S.D.A. Food Reimbursement Account 79			
Balance79		
Received	119,790.44		
Disbursement	119,791.23		
Balance			—0—

FEDERAL FUNDS

Balance Brought Forward July 1, 1978	\$(19,128.00)
Receipts	597,352.00
Total	<u>\$578,224.00</u>
Less Disbursements	<u>585,059.00</u>
Balance—Total Consolidated Federal	\$ (6,835.00)

STATEMENT OF FEDERAL EXPENDITURES

T-I E.S.E.A.	\$349,977.00	
T-I VI-C D/B	65,970.00	
Arc.—(Adulted)	33,696.00	
Voc. Edu.	31,745.00	
T-IV—B.E.S.E.A.	2,262.00	
L.S.C.A. Library	1,281.00	
P.S.E.	45,077.00	
C.E.T.A.	20,777.00	
D.D.A.—Pre. School.	17,313.00	
Governor's Intern Prog.	1,535.00	
Gallaudet	5,689.00	
W.I.N.	9,530.00	
D.S.S.	207.00	
Total Federal Expenditures	585,059.00	

	Blind	Deaf	Multi- Handicapped
<i>Age of Onset</i>			
Birth	79	168	79
Birth to 2 years	21	96	16
3 years and over	14	21	9
Unknown	2	71	25
TOTAL	116	356	129
<i>Cause of Primary Handicap</i>			
Unknown	5	173	31
Prematurity	3	9	3
Hereditry	3	7	0
Meningitis	3	28	2
Congenital	5	19	4
High Fever	0	7	6
Rubella	0	68	21
Birth Trauma	0	1	3
Glaucoma	9	0	0
Nystagmus	11	0	0
Cataracts	22	0	0
Albinism	6	0	0
Myopia	6	0	0
Optic Nerve Damage	9	0	3
Rh Incompatibility	0	3	2
Measles	0	5	0
Infection	0	6	0
Mumps	0	2	0
Pregnancy Complications	0	5	1
Encephalitis	0	0	2
Brain Damage	1	0	18
Anoxia	1	0	9
Muscular Dystrophy	0	0	3
Frederick's Ataxia	0	0	1
Abuse	0	0	2
Cerebral Palsy	0	0	7
Childhood Illness	0	0	1
Other	32	23	10
TOTAL	116	356	129
<i>Additional Handicapping Conditions</i>			
Brain Damage	5	2	0
Cerebral Palsy	6	4	8
Mental Retardation	54	94	120
Epilepsy	0	0	6
Hyperactive	0	1	3
Heart Disorder	5	3	7
Vision	0	12	15
Orthopedic	2	0	21
Hearing	2	0	12
Autistic	0	0	1
Emotional	0	0	7
Other	12	11	0
TOTAL	86	127	200

	Blind	Deaf	Multi- Handicapped
<i>Degree of Vision or Hearing Loss</i>			
Totally Blind	18	0	9
Light Perception	24	0	2
Light Perception and Projection	0	0	1
20/100 to 20/500	34	0	9
Count Finger less than 5 feet	8	0	0
No Light Perception	8	0	0
Hand Movement Less than 5 feet	6	0	0
2/200 to 8/200	6	0	0
20/50 to 20/60	12	0	2
Severe to Profound Hearing Loss	0	154	5
Profound Hearing Loss	0	113	13
Moderate to Severe Hearing Loss	0	27	2
Severe Hearing Loss	0	31	9
Mild to Moderate Hearing Loss	0	5	4
Mild to Profound Hearing Loss	0	2	0
Mild to Severe Hearing Loss	0	3	0
Moderate Hearing Loss	0	5	3
Moderate to Profound Hearing Loss	0	13	0
Hard of Hearing	0	3	12
Cortical	0	0	12
TOTAL	116	256	83

ENROLLMENT

School for the Multi-Handicapped

Girls	53
Boys	88
Total	<hr/> 141

School for the Blind

Girls	40
Boys	76
Total	<hr/> 116

School for the Deaf

Girls	160
Boys	196
Total	<hr/> 356
GRAND TOTAL	613

Number of Graduates

Blind	7
Deaf	47
Total	<hr/> 54

Number of Graduates Attending College

Blind	1
Deaf	11
Total	<hr/> 12

NUMBER OF STUDENTS BY COUNTIES

<i>County</i>	<i>No. Students</i>	<i>County</i>	<i>No. Students</i>
Abbeville	3	Greenwood	12
Aiken	20	Hampton	5
Allendale	3	Horry	12
Anderson	21	Jasper	6
Bamberg	5	Kershaw	9
Barnwell	2	Lancaster	7
Beaufort	3	Laurens	17
Berkeley	10	Lee	3
Calhoun	2	Lexington	11
Charleston	39	Marion	7
Cherokee	9	Marlboro	6
Chester	15	McCormick	0
Chesterfield	15	Newberry	16
Clarendon	11	Oconee	7
Colleton	8	Orangeburg	15
Darlington	16	Pickens	2
Dillon	5	Richland	33
Dorchester	10	Saluda	3
Edgefield	3	Spartanburg	79
Fairfield	7	Sumter	18
Florence	21	Union	10
Georgetown	16	Williamsburg	5
Greenville	58	York	29

PROFESSIONAL PUBLICATIONS, PAPERS AND WORKSHOPS BY STAFF

- Bannister, Thomas S. (Principal, Multi-Handicapped School), "Help for Parents" suggestions for parents of multi-handicapped children. Limited number of copies available from Mr. Bannister. Also available on loan basis from the South Atlantic Deaf-Blind Region.
- Bremer, Robert A. (Director of Community Education) presented a paper to the South Carolina Association of Adult Educators Winger Conference, January, 1979 entitled "P. L. 94-142 and Adult Education: Its Implications."
- Bremer, Robert A. presented a paper to the South Carolina Association of Continuing Higher Education Spring Conference, March, 1979, entitled "How to Serve the Handicapped Adult: Special Needs and Available Resources."
- Bremer, Robert A. presented a paper at the 57th Annual Council for Exceptional Children International Conference, April, 1979, entitled "The Growing Needs of the Adult Handicapped—Meeting the Challenge of the 80's."
- Bremer, Robert A. had an article published in *The South Carolina Association of School Administrators Newsletter*, March, 1979, entitled "The Handicapped Student in K-12 Educational Programs."
- Bremer, Robert A. had an article published in *The South Carolina Association of School Administrators Newsletter*, April, 1979, entitled "The Handicapped Adult—Educational Prerogatives."
- Dowling, Patrick J. (Principal of the Deaf School) presented paper to the State Council of Exceptional Children Convention in March, 1979, entitled "Insights Into Deafness."
- Gallagher, Jack R. (Executive Director) conducted a presentation entitled "A Mock Due Process Hearing at the Local School Level" at the South Carolina Council for Exceptional Children Annual Convention, Columbia, March 3, 1979.
- Gallagher, Jack R. "Provisions for *Brenda*, A School-Aged Mentally Handicapped Child: Legal Aspects." This paper was presented at the Southeastern Region American Association on Mental Deficiency, Augusta, Georgia, November 30, 1979.

Gallagher, Jack R. "The Residential School As A Research and Demonstration Center—An Untapped Resource" and "The First 150 Years: A Historical Perspective." Two papers presented at the 57th Annual Council for Exceptional Children International Conference, April 26, 1979, Dallas, Texas.

Garvin, Audrey and Holzberg, Bette presented a paper at the Annual Meeting of the South Carolina Council for Exceptional Children, Columbia, March, 1979, entitled "Cognitive Assessment Kit Evaluation for Use with the Hearing Impaired."

Holzberg, Robert (Director, Division of Programs for the Multi-Handicapped) conducted a workshop on behavior management entitled "A Happening for Parents" in Atlanta, Georgia, November 2, 1978.

Holzberg, Robert presented a paper entitled "Barriers Can Be Moved" at the Eighth Southeast Regional Institute on Deafness, Lexington, Kentucky, November 12-15, 1978.

Holzberg, Robert, Holzberg, Bette (Psychologist), Hunyady, Frank (Diagnostic Evaluator) had a paper included in the registration packet of the Mental Health Conference, Gallaudet College, Washington, DC entitled "Evaluating the Deaf, Multi-Handicapped Child: The Diagnostic Team Approach," conference dates May 23-25, 1979.

Millard, Robert L. (Director, Division of Educational Programs for the Sensory Impaired) was a participant in a presentation entitled "A Mock Due Process Hearing at the Local School Level" at the South Carolina Council for Exceptional Children Annual Convention, Columbia, March 3, 1979.

Millard, Robert L. presented a paper to the National Council of Exceptional Children in April, 1979, entitled "The Residential School, A Comprehensive Child Study Center Statewide Ramifications."

Porter, Jeffrey (Head of Psychology Department), Simons, Sara (Psychological Counselor), McDougal, Yancy and Walby, Carolyn (Behavior Management Specialists) presented paper at the Mental Health Conference on Hearing Impaired Adolescents, Gallaudet College, May, 1979, entitled "Behavior Management/Counseling Services with Deaf Students: An Inservice /Action-Oriented Approach."

Porter, Jeffrey, Garvin, Audrey (School Psychologist), and Holzberg, Bette (School Psychologist) presented a paper at the Mental Health Conference on Hearing Impaired Adolescents, Gallaudet College, May, 1979, entitled "The Roles of School Psychologist and Classroom Teacher in Assisting the Hearing Impaired Adolescent: The Need for Alliance Rather Than Alienation."

Porter, Jeffrey, Walby, Carolyn and McDougal, Yancy presented a paper at the Annual Meeting of the South Carolina Council for Exceptional Children, Columbia, March, 1979, entitled "Behavior Management with Deaf, Blind and Multi-Handicapped Students: An In-Service/Action-Oriented Approach."

Porter, Jeffrey presented paper at the Annual Meeting of the American Educational Research Association, San Francisco, April, 1979, entitled "A Reminder: The *Why* and *What* of Behavior."

Porter, Jeffrey and Holzberg, Bette have an article to be published in the *American Annals of the Deaf* in August, 1979, entitled "The Changing Role of the School Psychologist Within Programs for Exceptional Children."

Porter, Jeffrey and Holzberg, Bette had an article published in *Education of the Visually Handicapped* Fall, 1978, entitled "The Changing Role of the School Psychologist in the Age of P. L. 94-142: From Conducting Testing to Enhancing Instruction."

Spencer, William R., Director of Finance and Administration presented a paper entitled "The Least Restrictive Environment" at the National Public Law 89-313 Conference held at Williamsburg, Virginia, Nov. 1978.

Spencer, William R., Director of Finance and Administration presented a paper entitled "Mainstreaming—Legal and Economic Impacts" at the National Council for Exceptional Children (CEC) Conference in Dallas, Texas, April, 1979.

Spencer, William R., and others joined in a panel presentation entitled "A Mock Due Process Hearing at the Local School Level" at the South Carolina Council for Exceptional Children Annual Convention, Columbia, March 3, 1979.

